DOCUMENT RESUME

ED 318 369 HE 023 445

AUTHOR O'Leary, Neil; Fenton, Ray
TITLE Using Personnel Evaluation To Focus on the Development of Teaching Skills: Faculty Ideas and University Policy.
PUB DATE Feb 90
NOTE 57p.; Paper prepared for presentation at the Communication and Instruction Interest Group of the Western States Communication Association Convention (Sacramento, CA, February 17-20, 1990). For a related document, see ED 302 875.
PUB TYPE Reports - Descriptive (141) -- Reference Materials - Bibliographies (131) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Classroom Communication; Communication Skills; Educational Policy; Elementary Secondary Education; *Evaluation Methods; *Faculty Development; Faculty Evaluation; Formative Evaluation; Higher Education; *Instructional Improvement; Skill Development; Teacher Attitudes; *Teacher Evaluation; *Teaching Skills
IDENTIFIERS *Alaska Pacific University; *Anchorage School District AK

ABSTRACT

The role of the personnel evaluation process in improving the performance of teachers as classroom communicators is explored by contrasting the personnel evaluation system of Alaska Pacific University (APU) with that of the Anchorage School District (Alaska). While the APU system offers little specification for formative evaluation activities, the Anchorage system provides a clearly specified cycle of instructional activities where supervisors and teachers discuss jointly developed goals, classroom activities, and performance relative to goals. APU and Anchorage teachers were surveyed concerning their reactions to the evaluation systems. It is concluded that: (1) a system for evaluation and goal-setting, involving regular contacts between supervisors and teachers, should be considered at APU; (2) peer evaluation and classroom visits focused on instructional improvement should be mandated; and (3) the evaluation process should focus on the achievement of personal goals and the improvement of instruction as well as documentation of research and service activities. A selected bibliography on the assessment of teaching and teachers cites 70 publications. Appendices contain sample teaching evaluation forms for use by students, peers and supervisors; philosophy and procedural guidelines for the Anchorage Teacher Appraisal System; and a form for faculty assessment of the evaluation process. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED318369

"Using Personnel Evaluation to Focus on the Development of Teaching Skills: Faculty Ideas and University Policy"

Neil O'Leary
Alaska Pacific University

Ray Fenton
Anchorage School District

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
RAY FENTON

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A paper prepared for presentation to the Communication and Instruction Interest Group of the Western States Communication Association Convention at Sacramento, CA, February 17-20, 1990

HE 023 445

BEST COPY AVAILABLE

"Using Personnel Evaluation to Focus on the Development of Teaching Skills: Faculty Ideas and University Policy"

Introduction

The evaluation process is a key element in improving the performance of teachers as communicators in the classroom. An earlier paper in this series considered the performance of public school teachers and demonstrated that the use of a cooperative and collegial evaluation format has positive effects on the communication context within which evaluation takes place. Improved communication resulted in improved interpersonal relations and, for the teacher, improved attitudes toward the supervisor and more innovation in the classroom (Fenton and Nancarrow, 1989).

This paper extends the earlier study to examine the process of supervision at Alaska Pacific University in Anchorage, Alaska. The Alaska Pacific University (APU) evaluation system is contrasted with that of the Anchorage School District (ASD) and the effects of the systems on teachers and instruction are explored. The paper concludes with recommendations for improvement of APU approaches to faculty evaluation.

The Evaluation Process as a Key Element in Improving Instruction

The evaluation process is central to defining the role of the faculty member and indicates to the individual those activities and behaviors which the institution values and wishes to encourage. In the public schools, the quality of instruction is often the single focus of evaluation procedures. In the university, evaluation typically focuses on the quality of instruction, the quality of research and creative efforts, and the quality of service to the community. Institutions which value meritorious teaching and consider it to be the proper and primary goal of higher education often lament the failure to give instruction its proper weight in the evaluation process (see, for example, Miller, 1987).

However, it is instruction that is the primary occupation of most university teachers. Recent surveys of college faculty indicate that while there are substantial differences among universities and departments within universities, instruction and direct contact with students is the dominant activity of college faculty. An early, comprehensive study based on reports of 7,995 university teachers found that their workload might be generally divided into teaching, 48%; research, 24%; and service, 29% (Harper, 1978). Other studies which have used logs or self-reports conclude that some university faculty members spend as much as 59% of their time in teaching and related instructional activities (Diodato, 1983). In a recent review of

evaluation practices in higher education, Seldon found that 99.8% of 604 responding college teachers indicated that their institution considered classroom teaching a "major factor" in the evaluation of overall faculty performance (Seldon, 1989).

For both university and public school teachers instruction is the dominant work activity and the evaluation of instruction is an important element in the personnel review process. The importance of the evaluation process in focusing on the quality of instruction and improving the classroom communication has been emphasized in recent publications on supervision and instructional management (See Alfonso, 1982; McGreal, 1983; Sergiovanni 1982; or Dick, 1985). The importance and effect of the evaluation process on the physical and emotional welfare of the faculty member has been summarize by Todd-Mancillias and others who have emphasized the importance of a positive evaluation process both within the university as a whole and in terms of communication instruction (See Todd-Mancillias 1982, 1987 and Dick, 1985). Despite the importance assigned to teaching, however, Warren Lacefield recently examined the program to evaluate and enrich teaching at the University of Kentucky and concluded, "Teaching is perhaps the most difficult and least satisfactory area for accountability." (Lacefield, 1986).

The improvement of instruction can be accomplished through a variety of evaluation approaches which emphasize the process of communication and can result in the rejuvenation of the faculty member (Overall, 1982). Successful systems focus on the cycle of evaluation and the need of the institution to support a regular cycle of evaluation activities which result in the systematic evaluation of individual faculty members and recognition and rewards for those who perform well as teachers (Brandt, 1988 and Seldon, 1989).

Recent studies have shown that 67% of private universities and 72% of public universities use student evaluations for assessing faculty teaching (Seldon, 1984). More importantly, there are a growing number of institutions of higher education which make use of classroom visits and assessments by colleges and administrators to assess instruction (See Seldon, 1984 and Sorcinelli, 1984). Centers to improve instruction have been established at such notable institutions as Colorado State, Illinois, Indiana, Memphis State, Syracuse, University of Tennessee, Purdue University, Kansas, University of Washington, Harvard, and the University of Texas.

Various authors from the field of communication have provided insight into characteristics of classroom communication which may be enhanced through feedback on instruction. Elements of teaching as a special form of communication have been isolated and specific, effective instructional behaviors have been enumerated (See, for example, Downs et al., 1988). The

importance of specific skills has been identified by the Speech Communication Association (Cooper, 1986), and various authors have written about communication competencies important for teachers (Rubin, 1983; Rubin and Frezel, 1986; McCaleb,1984 and 1987; Nussbaum, Comadena, and Holladay, 1985; Downs, Manoochehr, and Nussbaum, 1988). In general, these authors have noted the validity of using observational and behavioral measures to identify the strengths and weaknesses of teachers as communicators and have stressed the value to be gained from systematic and multifaceted evaluations (McCaleb, 1987).

The Anchorage School District and Alaska Pacific University evaluation systems are models of systems developed to evaluate teachers fairly and to encourage improved instruction. Both systems are carefully defined and detailed in personnel manuals and faculty handbooks. Both systems have the improvement of instruction as a goal. Both appear to focus on providing feedback on performance to individual teachers.

The ASD and APU systems differ markedly in their implementation, the clear specification of evaluation activities, and the responsibilities of participants. Both systems are perceived as fair by their participants and, in general, the individuals are satisfied with the systems, though one appears to have more required observation of instruction than the other. The two systems are described in some detail and then contrasted in a summative table which identifies major differences in the two systems. Based on these observations, appropriate suggestions are made for the initiation of changes leading to an ideal system for teacher evaluation at APU.

Teacher Evaluation at Alaska Pacific University

Alaska Pacific University is a small, private, liberal arts, church-related institution located in Anchorage, Alaska. APU is the successor of Alaska Methodist University (AMU), which was founded in 1959. After AMU closed in 1976, APU opened in the fall of 1977. Although the university kept its Methodist heritage and many of the traditions of its parent, at the time of its "re-founding," several ideas were incorporated into its structure which had not been a part of the previous organization. A core program, consisting of eight courses, was put in place, for example. Graduate programs were among the first to be operational. There was a clear "no tenure" policy adopted. The new university's president coined the term "pracademician" to represent his idea that those involved in the academic community should have the practical experience and understanding of the "real world" practice of their disciplines. This approach served to create uncertainty on the part of the faculty as to who were members of the faculty and who were not, a confusion exacerbated by statements such as the following from the 1984 APU Faculty Handbook: "All professional staff must consider themselves, first and foremost, members of the faculty and shall be so listed in the various

University publications. In addition, however, all faculty must bear responsibilities in the administrative arena . . ." (APU Handbook, 1984).

This non-traditional approach to academic positions and university organization led to confusion among faculty members about their roles within the University, and the security of their positions. Lack of clear guidelines for faculty evaluations, coupled with the fact that all contracts were renewed on a year-to-year basis, contributed to anxiety for most teachers. Since administrative contracts were renewed on the same schedule, much time was spent in attempting to secure assurance on the matter of eventual re-hire, with little attention being paid to goals of a more long-term nature. Despite exhortations to the contrary, risk taking and innovation were discouraged by the lack of a supportive system. In sum, the situation of the institution during its first years was of one which attempted to find approaches to evaluation adequate to the unique features of the university and the "pracademic" model.

During the developmental period, many attempts were made to create a system which would adequately evaluate the teaching at APU within the constraints of the organizational plan outlined above. The 1988 APU Faculty Handbook represents the most recent attempt by the University to revise and define its process of evaluation. It begins by stating that the "primary purpose of faculty evaluations . . . is to provide individual faculty members with information that may be used to promote teaching effectiveness and professional development." Information gathered is also used as material for consideration in determining retention and promotion. The research or creative activities and community service involvement of faculty members are also evaluated during periodic review.

Although there is officially no tenure at APU, in 1983 the university adopted a system which assures the presumption of reappointment for specified intervals. The intervals are 1 year, 1 year, 2 years, and 3 years. For example, a faculty member in the first year of service would be evaluated at the end of that year and hired for the next year; at the end of the second year and after a successful evaluation, a contract would be issued for the next year which described the contract as the first of two one-year contracts. After the faculty member's successful fourth year, three sequential one year contracts would be offered.

Students evaluate each class in which they participate on forms distributed in classes toward the end of each semester. In addition to classroom performance, faculty members are subject to rating by supervisors (required), peers (encouraged), and other selected sources of recommendations at the time of the periodic reviews. A positive evaluation leads them to the next level of reappointment or renewal of a three-year presumption of reappointment.

All review documents are collected by the office of the Vice President for Academic Affairs (VPAA) for transmission to the Faculty Review Committee. The Faculty Review Committee is charged with examination of all evaluation materials and the production of a recommendation on contract renewal for the VPAA. The Vice President, in turn, makes a recommendation to the President of the University.

A summary of the evaluation results is prepared by the Vice President of Academic Affairs. The summary accompanies the other review materials as they progress through the system. A set of the forms used in the evaluation process at APU are included in Appendix A. The forms which are distributed for use in the periodic review include:

1. Teaching Evaluation (for use by Students)--Form SE. This form is distributed during a class meeting and returned to the VPAA's office by a student volunteer. The form contains rated items considering the instructor, examinations, and general satisfaction with the course, as well as an opportunity for the students to comment on perceived strengths and weaknesses in the course and its instruction. Tabular summaries of responses, applicable comparisons to University averages, and a typed version of all comments are returned to the professor and provided to the Faculty Review Committee.

2. Annual Pracademic Accomplishments/Activities--Form AA. This form is to be filled out by the faculty member and provided to the supervisor and peers prior to their evaluation of the teacher's work. It provides a shared basis for the comments of evaluators. It contains space for a listing of courses taught, participation in course and curriculum development, and includes items related to the other two major areas considered important in faculty activity and evaluation: research (including professional development and creative endeavors), and service (to the University and Community, including administrative activities).

3. Service Evaluation--Form S. This form is to be used by supervisors. It contains ten rated items for evaluation of service to the University and the community outside. Space is available for the supervisor to comment "on the effectiveness of this faculty member, especially in areas not covered by the questions." The form is returned to the office of the VPAA for transmission to the Faculty Review Committee.

4. Teaching Evaluation--Form T. This form is used by peers to summarize their impressions of a visit to the faculty member's class. The form does not have a rating scale, but rather has space for narrative responses to items like "communication skills" and "effectiveness in motivating students". The form is optional--peer review is not required. The instructions for filling out

the form state: "It would be beneficial to actually observe your peer in a classroom situation on several different occasions." This form is provided to the Faculty Review Committee after it is submitted to the VPAA's office.

5. Research Evaluation--Form R. This form is used for peer evaluation of research, professional activities, and creative endeavors. It contains eight rated items which ask for the peer's view of the quality, impact, and applicability of the faculty member's research or creative activity. The second page of the form provides an opportunity for comments on the strengths observed by the rater and suggestions for improvement.

In addition to the documents described above, faculty members are required to submit an Individual Program of Professional Development to the Vice President for Academic Affairs each year.

Although these approaches have led to an attitude on the part of some faculty members that continuity and a certain amount of security may be possible, significant questions about the effectiveness of faculty evaluations remain. For example, while other institutions have developed mechanisms for using faculty evaluations to meet particular institutional needs, APU's forms lack any such tailoring. Additionally, teachers appeared to feel that the system used was burdensome.

A great deal of information is gathered but, except for the mandated functions of the Faculty Review Committee in making recommendations to the administration on retention and advancement, no clear path is set for the use of this information to improve teaching or support the individual. Among the most important areas of uncertainty are those which involve the individual faculty member and that member's supervisor. To explore these issues, a questionnaire was administered to the members of the APU faculty at the University's fall 1989 Faculty Retreat.

The Anchorage School District Evaluation System

The Anchorage School District evaluation program was developed and refined between 1983 and 1985 by an ongoing committee of teachers and administrators. The goals of the evaluation system are to improve the quality of instruction and to fulfill the State of Alaska requirements for teacher evaluation. A three year study of the implementation of the system showed that a cooperative system which emphasized communication between supervisors and teachers throughout the school year was workable. An analysis of the effects of the Anchorage cooperative evaluation system concluded that the system resulted in more instructional innovation on the part of teachers, a more positive view of supervisors on the part of teachers, and a more teacher-supervisor communication than an earlier supervisor-dominated system (Fenton and Nancarrow, 1989).

The Anchorage system requires a cycle of teacher-supervisor interactions throughout the course of the year. Early in the year teachers and supervisors meet to discuss goals and to produce formal, written goal statements. The only requirement of this goal setting process is that at least one goal relate to some directly observable instructional activity. As the year progresses, teachers and supervisors are required jointly to schedule a minimum of three conference-observation-conference-observation cycles. Each cycle begins with an initial conference where goals are again discussed and the parameters of the classroom observation are discussed. This is followed by the observation where the supervisor observes the teacher and records information. At the follow-up conference, the observation is discussed and progress toward the annual instructional goal is considered. At the end of the year, the teacher is released from class to spend time with the principal and write a summative evaluation of the year, reporting success on the goals set earlier. When agreement about the final evaluation is reached, the document is made part of the teacher's permanent file and made available to the Alaska State Department of Education.

Teachers often set two or three goals at the start of each year. Goals generally relate to personal professional development, development of instructional skills, and development of curriculum and teaching materials. The principal plays the role of a facilitator who, after the goals are mutually agreed upon, works to help the teacher in goal fulfillment. Sometimes this assistance is no more than being interested and supportive of the activities of the teacher. Sometimes this assistance goes farther and includes helping the teacher to gather information, giving feedback on specific performance activities, and providing support for participation in professional development activities.

Teachers and supervisors estimated that the evaluation process took, on average, more than a dozen hours for each teacher (Fenton, Stofflet, Straugh and DuRant 1989). Because of the amount of time required by the Anchorage School District evaluation system, most tenured teachers are only fully evaluated every other year. Only tenured teachers who are being carefully reviewed because of an alleged deficiency in their performance and teachers who are new to the district and untenured are reviewed each year.

Those teachers who are not being fully evaluated are given the minimal evaluation which fulfills the State of Alaska requirement that all teachers be evaluated each year. This minimal evaluation often consists of an optional goal setting conference early in the year, occasional casual and unscheduled supervisor teacher conversations during the year, and the production of a formal statement by the supervisor at the end of the year that the performance of the teacher has been "satisfactory." No conferences or observations are required as part of the minimal evaluation.

Principals and teachers both receive training in the goals and processes of the Anchorage Teacher Appraisal System. Evaluation is covered in new teacher orientation and in the internship program which is required for new principals. The Anchorage School District Staff Development Department offers workshops on a regular schedule to assist principals in observation techniques and communication skills. Appendix B contains a description of the ASD Teacher Appraisal System.

Comparison of the Anchorage School District and APU Evaluation Systems

The APU and ASD systems share common goals for improving the quality of instruction and encouraging professional growth. The APU system is highly specific as to the elements to be evaluated and provides for student assessments of teachers, a possibility for peer observations, and supervisor review. There is, however, little specification of any cycle of formative evaluation activities. The ASD system provides few forms and only general guidelines for expectations. It does, though, provide a very clearly specified cycle of instructional activities where supervisors and teachers are brought together to talk about specific, jointly developed goals, classroom activities, and performance relative to goals. The differences between the APU system as it applies to instruction and the two types of evaluation engaged in by the Anchorage School District are laid out in the chart below.

EVALUATION SYSTEM CHARACTERISTICS

System/ Attribute	APU 1 -.1.-.2.-.3.	ASD Minimal	ASD Cooperative
Supervisor	Department Head or Vice President.	Principal	Principal
Cycle Attributes	Goal Setting Undefined Monitoring	Undefined	Goal Setting Conference Observation Conference Cycles Final Evaluation
	Report upon Contract renewal	Minimal End-of-Year Statement	End-of-Year
Outcome	Forms with Ratings	Form with Statement	Co-Authored Written Summation
Specified Activities	No	No	Yes

The Reactions of Teachers to the Systems

To better understand the reactions of teachers at Alaska Pacific University and the Anchorage School District to the various evaluation systems which they experienced, similar surveys were prepared for Anchorage School District and Alaska Pacific University. The surveys contained some institution-specific questions on evaluation and a number of parallel items on reactions to the evaluation process. The survey of Anchorage School District teachers took place approximately two weeks after final evaluations. Alaska Pacific University staff completed their survey following a beginning-of-year faculty retreat.

Elements of both surveys are based upon or taken from the Survey of Supervisory Practices, developed by Lee Goldsberry, Paulette Harvey, and Nancy Hoffman for their study of the relationship between teachers and supervisors in Pennsylvania (Goldsberry, 1984). The Anchorage School District survey was distributed to a stratified random sample of 1000 teachers and had a return of 512, 51% of the sample. The Alaska Pacific University survey was distributed to the approximately 30 faculty members attending a

faculty retreat, and had a return of 18, approximately 60%, of the group. Survey data were analyzed on the Anchorage School District VAX computer system using the Statistical Package for the Social Sciences (SPSS-X, 1984).

An earlier paper made a complete report of the Anchorage School District survey which was used to contrast the responses of teachers who participated in three types of evaluations: minimal, supervisor controlled, and collaborative (Fenton and Nancarrow, 1989). The authors of the present paper used some of the earlier data to contrast the responses of Alaska Pacific University faculty with those of Anchorage School District Teachers.

Table 1 shows the proportion of Anchorage School District and Alaska Pacific University teachers selecting various adjectives as descriptive of the evaluations which they received. While the method of data collection and differences in group size mandate against too fine an analysis, the column identifying the group with the highest proportion selecting each adjective is identified. The value of the use of a defined, cooperative, collegial system are suggested by the generally larger proportion choosing desirable adjectives.

Table 1

Personnel Evaluation to Improve Teaching Skills
Adjectives Best Describing Evaluation Experience

Adjective/Group	Percent Selecting Cooperative N = 294	Percent Selecting Minimal N = 173	Percent Selecting APU N = 18	Highest Proportion
Continuous	47.6	38.7	7.1	Cooperative
Collaborative	57.5	40.5	7.1	Cooperative
Threatening	6.1	1.7	7.1	APU
Rational	40.8	36.4	21.4	Cooperative
Arbitrary	6.8	9.2	28.6	APU
Meaningful	58.5	39.9	14.4	Cooperative
Constructive	68.4	46.2	28.6	Cooperative
Supportive	79.3	72.8	35.7	Cooperative
Discouraging	7.5	6.9	21.4	APU
Disorganized	7.8	11.0	7.1	Minimal
Stimulating	27.9	17.7	7.1	Cooperative
Useless	6.8	11.6	35.7	APU
Intuitive	13.6	10.4	7.1	Cooperative
Encouraging	69.0	53.2	35.7	Cooperative
Systematic	35.4	20.2	14.3	Cooperative
Destructive	2.4	2.9	0.0	Cooperative
Uniform	20.7	19.1	7.1	Cooperative
Productive	57.8	37.6	14.3	Cooperative
Sporadic	15.0	15.6	21.4	APU
Boring	4.4	2.9	7.1	APU
Directive	27.6	16.2	7.1	Cooperative
Varied	17.0	18.5	21.4	APU
Organized	50.0	38.7	21.4	Cooperative
Trivial	8.2	7.5	35.7	APU
Helpful	N.A.	N.A.	28.6	N.A.*

*N.A. Not Asked.

The teachers who responded to the Anchorage School District and Alaska Pacific University surveys were also asked to identify the three adjectives which should characterize the ideal evaluation. For Anchorage School District teachers, the most frequently chosen adjectives were supportive, meaningful, and constructive as the attributes of the ideal evaluation. Alaska Pacific University teachers most frequently chose constructive, meaningful, and collaborative.

Table 2 provides a comparison of the ratings of supervision by Anchorage School District teachers who participated in cooperative evaluations, the public school teachers who received the *pro forma* minimal evaluation required to fulfill the letter of the Alaska State Department of Education regulations and the Alaska Pacific University staff. The items were selected to emphasize the elements of the evaluation process which relate to the relationship between the supervisor and the teacher. With the exception of the inclusion of one item on the effect of the evaluation on artistic and scholarly production for university teachers, the items to which both groups responded were the same. Scale values ranged from 1, Strongly Agree, to 5, Strongly Disagree. A rating of 3 is a neutral response.

Table 2
Teacher Assessments of Supervisor Behavior

Question	Average Cooperative N = 287	Average Minimal N = 155	Average APU N = 18	Most Positive Rating
Supervisor was knowledgeable about my teaching.	1.78	1.85	2.58	Cooperative
Supervisor had a grasp of what I do..	1.70	1.98	3.08	Cooperative
Supervisor was unable to discuss my work with me in a productive way.	4.24	3.96	3.27	Cooperative
Supervisor made it easy for me talk about my work.	2.35	2.56	3.75	Cooperative
Supervisor did not observe me enough to make an accurate overview of my work.	3.80	3.19	3.42	Cooperative
Supervisor helped me to keep up with new developments related to my teaching	2.71	2.79	3.75	Cooperative
Supervisor valued and monitored my student's achievement.	2.70	2.82	3.00	Cooperative
Supervisor emphasized my student's achievement. and discussed my effectiveness.	2.48	2.85	3.00	Cooperative
Supervisor was not clear and specific regarding his or her perceptions of my strengths as a teacher.	4.02	3.75	3.00	Cooperative

Table 2 (Cont'd)
Teacher Assessments of Supervisor Behavior

Question	Average Cooperative N = 287	Average Minimal N = 155	Average APU N = 18	Most Positive Rating
Supervisor did not identify my weaknesses as teacher.	3.70	3.62	3.00	Cooperative
Supervisor provided me with ongoing help relative to my goals	2.42	2.67	3.10	Cooperative
Supervisor helped me to improve my teaching.	2.26	2.67	3.18	Cooperative
Supervisor helped me improve artistic/ scholarly production.	N.A.	N.A.	3.36	N.A*

*N.A. - Not included as an item on Anchorage School District Survey.

Table 2 shows that the teachers who participated in the cooperative evaluation processes were more in agreement with statements which are positive about the effect of supervision on teaching. Generally, the specification of the communication context by focusing on goals and requiring teachers and supervisors to come together to discuss teaching appears to have more of an effect than either the minimal supervision condition where nothing is specified or the APU model where goals are specified along with a summative review process.

The A.S.D system stresses a process that requires people to meet with one another to talk about instruction. The assumption of the ASD system is that the people who teach are doing a good job. Since the teaching is assumed to be good already, the major function of the supervisor in an evaluation can be cooperative and supportive.

While ratings of the APU system are not as positive as the ASD cooperative, collegial system; the APU system is rated as adequate. The APU system does fulfill the task of faculty evaluation. This is reflected in the APU faculty responses shown in Table 2 where all items on the survey are neutral or better.

The tables above contain comparisons of data for questions which asked for rated responses. Items were also included on the APU questionnaire which

sought individualized responses which indicate that those responding are comfortable and even optimistic about their work (see Appendix C for the APU questionnaire).

Two items on the APU questionnaire provide opportunities for respondents to comment about their work. In response to Item 19. "What gives you the most satisfaction about working at APU?", for example, the following remarks are typical: "The feeling of collegiality." "My working relationships with other faculty members and the staff." "There are ample opportunities for collegiality and the discussion of ideas." All of those responding to this item listed at least three things about their work at APU which make it satisfying. The other item, number 20, asked, "What do you find least satisfying about working at APU?" This item garnered a more varied set of responses, from "No tenure system," through "The absence of any effective E.E.O. procedure." to "The lack of logistical support." Of those responding to this item, four had only two responses. When asked about job satisfaction, then, teachers at APU tend to see their relationships with others in a very positive way, and look at a range of specific problems or aspects of the job situation as having a negative impact.

Most teachers at APU are clearly satisfied with their work. Their contacts with their colleagues and with the students are the most often mentioned positives. Table 1 shows, however, that the evaluation process itself does not please most of those responding. The adjectives which APU faculty are more likely to choose as characterizations of their evaluations are: Threatening, Arbitrary, Discouraging, Useless, Sporadic, Boring, Varied, and Trivial. Except for "Boring" and "Varied," the APU percentages are much higher than those of the ASD. Even though such comparisons must be approached cautiously, APU teachers report a far greater level of dissatisfaction with their supervisor's evaluation than do those of the ASD. Of these negative items, the three chosen by the highest percentage of respondents are "Arbitrary," "Useless," and "Trivial," suggesting that the supervisor's evaluation had little impact on the high job satisfaction which was also reported.

In response to the open ended Item 5, "Other Evaluation Related Activities," several APU faculty members took the opportunity to comment further about their relationship with their supervisor. These comments indicate a dissatisfaction with the present system and the role of the supervisor in the process. Responses include the following comments: "There is no real constructive feedback about teaching as part of the evaluation."; "I have had to request an evaluation from my supervisor when I wanted one."; I have never had an evaluation conference with my supervisor."; and, "I don't have conferences with my supervisor, evaluations are unrelated to what I do."; and "I have little or no interaction with my supervisor." The last comment is particularly telling, as it reflects the lack of appreciation for the usefulness of faculty evaluation.

Those teachers who engaged in the ASD's Cooperative Evaluation System indicated, as has been noted, a more positive response to all the items in Table 2. Conversely, although the APU percentages are close to neutral for all responses, these numbers indicate a more negative response than either ASD group to all items presented but one. That item is: "Supervisor did not observe me enough to make a good judgment." It should be noted that the more negative rating was given by those involved in the ASD's Minimal System, for which the non-activity on the part of supervisors might be expected to lead to low ratings.

The teachers at Alaska Pacific University feel that a helpful collegiality is present in their relationships with peers. Responses clearly indicate that this collegiality is not present in relationships with administrators, at least in so far as the process of evaluation is concerned. For periodic review, APU provides many forms to be filled out and submitted--forms which ask for the student's, supervisor's, or peer's observations about the performance of the individual. On-going evaluation procedures involve only two aspects: the student evaluation and the goal-setting evaluation which is to be done yearly and submitted to the Vice President for Academic Affairs. The Faculty Handbook does not specify when, how (or if) the items in the plan are to be reviewed, and by whom, or when discussion of success or failure in meeting goals is to be carried out with the professor. The rewards to the APU professors for good instructing seem to come from informal collegial structures. The formal procedures seem to be bothersome at best, and threatening at worst.

Conclusion

The comparison of the cooperative collegial system of the school district with the university system highlights areas of dissatisfaction for the university professors. The contrast of the two suggests the following observations related to improvement of the system for evaluation of instruction at Alaska Pacific University. The comments below are not a prescription for change, rather they are meant to be helpful in initiating a dialogue which might result in the adoption of a more systematic and satisfactory cycle of evaluation events.

- A system for evaluation and goal-setting should be considered at APU. The system should include regular and required contacts between supervisors and teachers.

- Peer evaluation and classroom visits focused on the improvement of instruction should be mandated instead of optional and should be made a regular part of the evaluation review process.

- The evaluation process and supervisor-professor contacts should focus on the achievement of personal goals and the improvement of instruction as well as documentation of research and service activities.

The data presented here emphasize the fact that those who feel most positive about their evaluations are those who have had the opportunity to communicate with their supervisors. Providing opportunities for communication between supervisors and teachers is essential in constructing any system which is to be beneficial to both the teacher and the institution.

The lack of tenure at APU makes the quality of the ongoing evaluation process of importance to both junior and senior faculty. The lack of tenure creates more than a little tension when the evaluation process is seen as "arbitrary". There is also a sense of malevolent capriciousness if professors are unsure about which person in the administrative structure is their supervisor and responsible for their evaluation, as is reported by some of the APU respondents.

The roles of the Vice President for Academic Affairs, to whom all evaluations materials are submitted, and the chairs of areas, who are not required to submit any materials relative to the evaluation of those under them--even during the time of periodic (1-1-2-3) review--are not clearly defined and differentiated. Until the last review period, summaries of the student evaluations were not routinely provided to the area chairs. When some individuals who are questioned respond that they do not meet with their supervisor, or can not say with certainty that an evaluation has taken place, the system needs clarification and direction.

The Anchorage School District maintained the traditional roles of principal and teacher while increasing opportunities for communication to support the individual being evaluated. If APU chairs were clearly identified as supervisors in their respective areas, a lessening of tension would be a likely result.

While the evaluation systems for retention of the individual faculty member at APU is thorough (with the exceptions noted above), the format for goal setting evaluation is unclear to most faculty members, and follow-through is sporadic. The comparisons in Table 2, however, show that the ASD cooperative evaluation method, which relies on regular goal setting meetings between teachers and supervisors is seen as being helpful to instruction.

Indications from the comparison of evaluation methods undertaken in this study are that if the role of supervisors at APU is made clear, and

opportunities are created for increased communication between supervisors and professors, attitudes toward teaching would be positively effected.

SELECTED BIBLIOGRAPHY
ON THE ASSESSMENT OF TEACHING AND TEACHERS

Alaska Pacific University, *Faculty Handbook*. Alaska Pacific University Anchorage, AK, August, 1988.

Alfonso, R. J. "Will Peer Supervision Work?" *Educational Leadership* , 34, 594-601, 1987.

Alfonso, R. J.; Firth, G. R.; and Neville, R. F. *Instructional Supervision: A Behavior System*. Boston, MA: Allyn and Bacon, 1981.

Alfonso, R. J. and Goldsberry, L. "Colleagueship in Supervision." In Sergiovanni, T.I. (Ed.). *Supervision of Teaching*, Alexandria, VA: Association for Supervision and Curriculum Development, 90-107, 1982.

Anchorage School District, *Personnel Handbook*. Personnel Department, Anchorage School District, Anchorage, AK, 1988.

Apelman, M. "Working with Teachers: The Advisory Approach." In *Improving Teaching* , Alexandria, VA: Association for Supervision and Curriculum Development, 115-129, 1986.

Bess, J.L. "The Social Psychology of Commitment to College Teaching." A paper presented to the American Association of Higher Education Convention in Washington, D.C., March 1979. (ERIC ED200171)

Blumberg, A. *Supervisors and Teachers: A Private Cold War*. 2nd ed. Berkeley, CA: McCutchan, 1980.

Brandt, R. "On the Assessment of Teaching: A Conversation with Lee Shulman." *Educational Leadership*, 46, 42-46, 1988.

Brandt, R. "On Teacher Evaluation: A Conversation with Tom McGreal." In *Educational Leadership*. 45, 20-24, 1987.

Buttram, J. L. and Wilson, B. L. "Promising Trends in Teacher Evaluation." In *Educational Leadership,* 45, 4 -5, 1987.

Capie, W., Anderson, S. J., Johnson, C. E. and Ellett, C. D. *Teacher Performance Assessment Instruments: A Handbook for Interpretation* , Atlanta, GA: Georgia State Department of Education, 1979.

Carroll, J. G. "Faculty Self-Evaluation." In Millman, J. (Ed.) *Handbook of Teacher Evaluation,* Beverly Hills, CA.: Sage, 180-200, 1981.

Centra, J.A. "Colleagues as Raters of Classroom Instruction" *Journal of Higher Education*, 46, 327-337, 1975.

Clift, R.T. "Is Assessing Communication an Exercise in Miscommunication." In McCaleb, J. ed. *Teacher Education Monograph No. 7.* , Washington, D.C. ERIC Clearinghouse on Teacher Education, 1987.

Cogan, M. L. *Clinical Supervision.* Boston, MA: Houghton Mifflin, 1973.

Cooper, P.J. "Communication Competencies For Teachers." A CAT subcommittee report to the Speech Communication Association, Chicago, Il., 1986. (ERIC SP 028649)

Corcinelli, M.D. "An Approach to Colleague Evaluation of Classroom Instruction," *Journal of Instructional Development*, 7 , 11-17, 1984.

Dick, R.C. "Helping Teachers Become Better Teachers." A paper presented at the Speech Communication Association Convention in Denver, CO on November 8, 1985. (ERIC ED264626).

Diodato, V. "Faculty Workload: A Case Study." *Journal of Education for Library and Information Science,* 23, 286-295, 1983.

Doll, R. C. *Supervision for Staff Development: Ideas and Application.* Rockingham, N.J: Allyn and Bacon, 1983.

Downs, V.C., Manoochehr, J. and Nussbaum, J. F., "Analysis of Teachers Verbal Communication Within the College Classroom: Use of Humor, Self-Disclosure, and Narratives." *Communication Education*, 37, 127-141, 1988.

Eisner, E. W. "An Artistic Approach to Supervision." In T. J. Sergiovanni (Ed.), *Supervision of Teaching*, . Alexandria, Va.: Association for Supervision and Curriculum Development, 53-66, 1982.

Ellett, C. D., Capie, W. and Johnson, C. E. "Assessing Teacher Performance," *Educational Leadership.*, Alexandria, VA.: Association for Supervision and Curriculum Development, 219-220,1980.

Fenton, R and Nancarrow, D. "Improving Teacher-Supervisor Communication Through Modification of the Communication Context." A paper presented to the Western Speech Communication Association Convention in Spokane, WA, 1989. (ERIC ED 302 875)

Fenton, R., Stofflet, F., Straugh, T., and DuRant, M. "The Effects of Three Models of Teacher Supervision: Cooperative, Supervisor Controlled, and Minimal." A paper presented to the American Educational Research Association Convention in San Francisco, 1989. (ERIC ED 282 687)

Florida Coalition for the Development of a Performance Measurement System. *Domains: Knowledge Base of the Florida Performance Measurement System.* Chipley, FL: Panhandle Area Educational Cooperative, 1983.

Friedrich, G.W. and Seiler, W.J., "The influence of Differing Administrative Instructions on Student Ratings of Instructiors." *Central States Speech Journal*, 32, ,111-117, 1987.

Glatthorn, A. *Differentiated Supervision.* Alexandria, VA.: Association for Supervision and Curriculum Development, 1984.

Glatthorn, A. and Holler, R. "Differentiated Teacher Evaluation." In *Educational Leadership.*, Alexandria, VA.: Association for Supervision and Curriculum Development,1987.

Glickman, C. D. *Developmental Supervision: Alternative Practices for Helping Teachers Improve Instruction.* Alexandria, VA: Association for Supervision and Curriculum Development, 1981.

Goldsberry, L. F. "Reality - Really?" In *Educational Leadership.*, 10-11, April 1984.

Goldsberry, L. F. "The Realities of Clinical Supervision." In *Educational Leadership.*, 12-15, April 1984.

Goldhammer, R. *Clinical Supervision: Special Methods for the Supervision of Teachers.*, New York, NY: Holt, Rinehart, and Winston, 1969.

Griego, G. "The Administrator-Teacher Interpersonal Interaction During the Evaluation Process." A paper prepared for the Seminar in School Administration - 552, University of Washington, 1981. (ERIC ED209773).

Grimmett, P. P., Crehan, E. P. "A Study of the Effects of Supervisors' Intervention on Teachers' Classroom Management Performance." British Columbia, Canada: Social Sciences and Humanities Research Council of Canada,1987.

Harper, R. I. "Faculty Activity Analysis" *New Directions for Institutional Research*,17, 73-81,1978.

Harris, B. N. *Supervisory Behavior in Education,* 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1975.

Johnson, D. and Johnson R. "On Cooperation in Schools: A Conversation with David and Roger Johnson," *Educational Leadership.*, 14-19, November 1987.

Joyce, B. R. and Showers, B. *Power in Staff Development Through Research on Training.* Alexandria, VA.: Association for Supervision and Curriculum Development, 1983.

Krajewski, R. J. "No Wonder It Didn't Work." In *Educational Leadership.*, 11, April 1984.

Kramer, M. J. *Applying the Characteristics of Effective Schools to Professional Development.* Southport, CN: Connecticut Association for Supervision and Curriculum Development. 1980

Lacefield, W.E. "Faculty Enrichment and the Assessment of Teaching," *The Review of Higher Education*, 9, 361 - 379, 1986.

McCaleb, J.L., "Selecting a Measure of Oral Communication as a Predictor of Teaching Performance," *Journal of Teacher Education*, 35, 33-38, 1984.

McCaleb, J.L, Ed. *How Do Teachers Communicate? A Review and Critique of Assessment Practices.* Teacher Education Monograph No. 7, Washington, D.C.: ERIC Clearinghouse on Teacher Education, May 1987.

McFaul, S. A. and Cooper, J. M. "Peer Clinical Supervision: Theory vs. Reality." In *Educational Leadership* , 4-9 , April 1984.

McGreal, T. L. *Successful Teacher Evaluation.* Alexandria, VA.: Association for Supervision and Curriculum Development, 1983.

McNeil, J. D. "A Scientific Approach to Supervision." In Sergiovanni, T.J. (Ed.), *Supervision of Teaching*, .Alexandria, VA.: Association for Supervision and Curriculum Development, 18-34, 1982.

Miller, R.I. Evaluating Faculty for Promotion and Tenure. San Francisco, CA: Jossey-Bass Publishers, 1987.

Missouri State Department of Elementary and Secondary Education. *Guidelines for Performance Based Teacher Evaluation in Missouri.* Jefferson City, MO: Missouri Department of Elementary and Secondary Education, 1984.

Nussbaum, J.F., Effective Teaching: A Communicative Nonrecursive Causal Model." In Burgoon, M. (Ed.), *Communication Yearbook 5*, New Brunswick, N.J: Transaction, 737-752, 1982.

Nussbaum, J.F., Classroom Behavior of the Effective Teacher." *Communication*, 13, 81-94, 1984.

O'Shea, L. J. "The Supervision Throughout Model: Interpersonal Communication Skills and Problem-Solving Procedures for Effective Intern Supervision." *Teacher Education and Special Education*, 71-80, Spring 1987.

Overal, J.U.,and Marsh, H.W. "Student's Evaluations of Teaching: An Update." *AAHE Bulletin*, 9 - 12, December, 1982. (ERIC ED 225473)

Plax, T.G.; Kearney, P.; McCroskey, J.C., and Richmond, V., Power in the Classroom VI: Verbal Control Strategies, Nonverbal Immediacy, and affective learning," *Communication Education*, 35, 43-55.

Rubin, R.B. *The Communication Competency Assessment Instrument.* Falls Church, VA: Speech Communication Association,1983.

Rubin, R.B. and Feezel, J.D., "Elements of Teacher Communication Competence." *Communication Education*, 254-268, 1986.

Seldon, P. *Successful Faculty Evaluation Programs.* New York, NY: Coventry Press, 1980

Seldon, P *Changing Practices in Faculty Evaluation.* San Francisco,CA: Jossey Bass, 1984.

Seldon, P. "How Colleges Evaluate Professors: 1988 vs. 1983." *AAHE Bulletin,,* 41, 3-7. March, 1989.

Sergiovanni, Thomas J. *The Principalship: A Reflective Practice Perspective.* Newton, MA: Allyn and Bacon, 1987.

Shulman, L.S., "Assessment for Teaching: An Initiative for The Profession." *Phi Delta Kappan.*, 69, 38-44, 1987.

Smith, W. F. and Andrews, R. L. "Clinical Supervision for Principals." In *Educational Leadership. 34-37,* September 1987.

Thorson, J. R., Miller, R. K., and Bellon, J. J. "Instructional Improvement Through Personnel Evaluation." *Educational Leadership.*, 52-54., April 1987.

Todd-Mancillas, W.R. and Johnson, P. "Academic Burnout: One Perspective" A paper presented at the Annual Conference on Communication Therapy at University Park, Il. April 3, 1987. (ERIC ED282495)

Todd-Mancillas, W.R. and Essig, T. "Alternative Approaches to Evaluating Communication Instruction." *ACA Bulletin*, 42, 56-61, 1982.

Tye, K. A. and Costa, A. L. *Better Teaching through Instructional Supervision: Policy and Practice.* Sacramento, CA: California School Boards Association, May 1987.

Watts, L. "Assessment of an Organizational Control System." Arizona State University Research Report, 1985. (ERIC ED258510).

Wise, A., Darling-Hammond, L., McLaughlin, M. and Bernstein, H. *Teacher Evaluation: A Study of Effective Practices.* Santa Monica, CA: Rand Corporation, 1984.

Zumwalt, K. K. "Working Together To Improve Teaching." In *Improving Teaching*, pp.169-185. Maryland: Association for Supervision and Curriculum Development, 1986.

APPENDIX A

FALL 1988

TEACHING EVALUATION INSTRUCTIONS

- BY STUDENTS -

[TO BE READ TO THE CLASS BY A STUDENT]

1. Quality teaching is a priority at Alaska Pacific University. Student evaluation of teaching is thus very important so that teaching can be continually improved.

2. Students evaluate all of their courses and instructors through the evaluation form given you. This student evaluation is part of the overall faculty evaluation process. Students' responses are confidential.

3. Individual faculty members will see typed summaries of the evaluations after grades are submitted to the Registrar at the end of the semester. The results of the evaluation will be placed in the individual faculty member's personnel file.

4. When your evaluations are completed today, a designated student will collect them, and then

   PLEASE DELIVER THEM TO:

   Sharon Carrington
   in the Academic Affairs Office,
   Room 101, Grant Hall.

PLEASE REMEMBER TO MARK JUST ONE RESPONSE FOR EACH QUESTION, OR THE QUESTION WILL BE INVALIDATED.

THANKS FOR YOUR HELP!

TEACHING EVALUATION
(for use by Students)

Course Prefix & Number_____

Course Title_____

Instructor _____ Date _____

Instructions: This form is designed to gather your thoughtful appraisal of the instructor's performance in this class. Evaluations of teaching by students are used to help faculty improve their effectiveness and as part of the regular process of faculty evaluation. Please circle the BEST description of each statement. The last page of the evaluation provides space for your comments. Please take time to complete this page; your comments are an important part of the evaluation.

In all of the questions below please circle the number that corresponds to the best description as follows:

5=Outstanding
4=Superior
3=Satisfactory
2=Marginal
1=Inadequate
NA=Not Applicable or Not Known

- - - -

8. The instructor seemed enthusiastic about the subject matter.	5	4	3	2	1	NA
9. The instructor explained course material clearly.	5	4	3	2	1	NA
10. The instructor answered student questions clearly.	5	4	3	2	1	NA
11. The instructor encouraged students to express themselves freely and openly.	5	4	3	2	1	NA
12. The instructor was sensitive to and dealt effectively with students of different cultures.	5	4	3	2	1	NA
13. The instructor was sensitive to and dealt effectively with students of different ages.	5	4	3	2	1	NA
14. The instructor was sensitive to and dealt effectively with both male and female students.	5	4	3	2	1	NA
15. The instructor seemed interested in students' progress.	5	4	3	2	1	NA
16. The instructor seemed interested in stimulating students' intellectual effort.	5	4	3	2	1	NA
17. The instructor presented material in a manner which aided student learning.	5	4	3	2	1	NA
18. The instructor was available to provide assistance to students.	5	4	3	2	1	NA

- -

EXAMINATIONS

19. Examination questions were related to the course materials.	5	4	3	2	1	NA
20. Examinations were returned promptly.	5	4	3	2	1	NA
21. Examinations were graded fairly and impartially.	5	4	3	2	1	NA

- -

SATISFACTION

22. This course has taught me a great deal about the subject matter.	5	4	3	2	1	NA
23. This course has caused me to want to take another course from this instructor.	5	4	3	2	1	NA
24. Overall, I would rate this course as:	5	4	3	2	1	NA

COMMENT ITEMS

1. Describe the strengths of this class and instructor.

2. What changes would you recommend for this class and the instructor?

3. Other comments:

Annual Pracademic Accomplishments/Activities
(for use in Peer/Supervisor evaluations)

Pracademic _____ Academic Year _____
Area Concentration_____ Date _____

I. Teaching

1. List the classes you have taught during the past year.

Semester	Course Name	Credits

2. Describe your participation in curriculum and/or course development.

_____
_____
_____
_____
_____

3. Describe other teaching related accomplishments/activities, including student advising.

_____
_____
_____
_____
_____

II. Research (incl. Professional Devel. & Creative Endeavors)

4. List what you have done in research, writing, artistic performances, etc.

5. List professional organizations in which you hold membership and any leadership roles.

6. List conferences and/or workshops you attended.

III. Service (to University and Community; includes Administration)

7. Administrative accomplishments/activities: Describe your administrative activities including membership and any leadership roles on faculty committees and councils.

8. Describe your participation in local community activities and consulting activities.

9. Describe your participation in national and international community activities and consulting activities.

10. List awards and recognitions received.

SERVICE EVALUATION

(for use by Supervisors)

Pracademic _____ Academic Year _____

Area Concentration _____ Date _____

Appraiser _____

Instructions: Listed below are items concerned with service--University service and administration and Community service. Score each item on a five-point scale, as given below. Your score should be based on objective evidence as much as possible, but if such evidence is not available or minimally available for a certain item(s) you are encouraged to score that item(s) based on your best professional judgement.

In all of the questions below please circle the number that corresponds to the best description as follows:

5=Outstanding
4=Superior
3=Satisfactory
2=Marginal
1=Inadequate
NA=Not Applicable or Not Known

1. Attends committee and faculty meetings regularly.	5	4	3	2	1	NA
2. Does an appropriate share of institutional service and/or administrative assignments.	5	4	3	2	1	NA
3. Accepts service and/or administrative assignments willingly.	5	4	3	2	1	NA
4. Makes a positive contribution to assigned committees.	5	4	3	2	1	NA
5. Serves effectively as a committee chairperson, concentration chair, and/or program director, as applicable.	5	4	3	2	1	NA
6. Maintains a professional and cooperative attitude in dealing with colleagues.	5	4	3	2	1	NA
7. Actively supports area and University goals.	5	4	3	2	1	NA
8. Is prompt and accurate with reports.	5	4	3	2	1	NA
9. Is genuinely interested in assisting colleagues.	5	4	3	2	1	NA
10. Is actively involved in service to the community.	5	4	3	2	1	NA

COMMENT ITEMS

Please add any additional comments you have on the effectiveness of this faculty member, especially in areas not covered by the questions.

To Be Completed By The Faculty Review Committee

Average Score* _____

*To be completed only if 5 or more items are scored; otherwise a score of 3.0 shall be entered.

TEACHING EVALUATION

(for use by Peers: optional to use and optional to turn in)

Pracademic _____ Academic Year _____

Area Concentration_____ Date _____

Appraiser_____

In evaluating the teaching performance of your colleague, please include the items listed below as part of your subjective appraisal. It would be beneficial to actually observe your peer in a classroom situation on several different occasions.

1. Appropriateness of the syllabus

2. Preparedness for class

3. Communication skills

4. Responsiveness to students

5. Effectiveness of evaluation tools in assessing student performance

6. Effectiveness in motivating students

RESEARCH EVALUATION

(for use by Peers)

Pracademic _____ Academic Year _____

Area Concentration_____ Date _____

Peer Appraiser_____

Instructions: Listed below are items concerned with research, professional activities, and creative endeavors. Score each item on a five-point scale, as given below. Your score should be based on objective evidence as much as possible, but if such evidence is not available or minimally available for a certain item(s) you are encouraged to score that item(s) based on your best professional judgement.

In all of the questions below please circle the number that corresponds to the best description as follows:

5=Outstanding
4=Superior
3=Satisfactory
2=Marginal
1=Inadequate
NA=Not Applicable or Not Known

- - - -

COMMENT ITEMS

What is this pracademic's greatest strength with regard to research/professional activities/creative endeavors?

What areas, if any, need improvement?

To Be Completed By The Faculty Review Committee

Average Score* _____

*To be completed only if 5 or more items are scored; otherwise a score of 3.0 shall be entered.

APPENDIX B

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

TEACHER APPRAISAL SYSTEM

Appraisal Philosophy

The parents, School Board members and staff of the Anchorage School District are committed to the continuation and improvement of the District's strong educational program. An effective teacher appraisal system that focuses on the improvement of instruction is an essential component of this instructional program.

While the primary focus of evaluation is to improve instruction, teacher appraisal encourages teachers to meet the established performance expectations. Performance expectations should be established by principals and their staffs prior to the appraisal process. The appraisal process needs to be continuous and constructive and needs to take place in an atmosphere of mutual trust and respect. The process is a cooperative effort on the part of supervisors and teachers. It is designed to encourage productive dialogue between staff and supervisors and to promote professional growth and development.

Procedural Guidelines

The Anchorage Teacher Appraisal System will be made up of two related but separate parts.

A. A major part of the appraisal system should focus on instruction and improved student learning. The supervisor and staff member share the responsibility for the completion of this part of the appraisal procedure. Four specific activities are included in this part of the appraisal:

   1) The collaborative development of specific teaching or job related goals and plans of action for achieving the goals is necessary. Areas of focus may be drawn from competencies as outlined in Appendix D.

   2) The teachers shall be given an opportunity to provide a self-evaluation of their work and are encouraged to do so.

   3) The plan is implemented by the teacher with the supervisor's assistance.

   4) An evaluation by the supervisor of the progress achieved on the goals is to be completed.

B. An integral part of a teachers employment in the School District is an on-going and continuous appraisal of the staff member's ability to meet general professional responsibilities (see Final Teacher Appraisal Form, Appendix A, Part I). The appraisal of these professional responsibilities will typically be made through a supervisor's routine contact, informal observations, and interaction with the staff member.

If problems occur, the staff member will be contacted by the supervisor to remind the staff member of minimum expectations in the problem area and to provide whatever assistance might be helpful.

If the problem continues or reoccurs, the supervisor, at his or her discretion, may prepare and issue to the staff member a written notice setting forth the specific deficiency with specific recommendations for improvement with a copy to the teacher's personnel file.

In the unlikely event that serious, intentional, or flagrant violations of the general professional responsibilities occur, the supervisor, at his or her discretion, may put aside the recommended procedure and make a direct recommendation for more formal and immediate action.

Procedures

1. Appraisal of General Professional Responsibilities

   A. All tenured and non-tenured staff will be evaluated on the professional responsibilities as outlined in the Final Teacher Appraisal Form (see Appendix A, Part I) on an annual basis. Evaluation of professional responsibilities will be completed by February 15 for non-tenured, certificated personnel and by May 15 for tenured, certificated personnel.

2. Appraisal of Instruction

   A. All non-tenured staff will be involved in the focused instructional improvement process (see Appendix A, Parts I and II) each year which shall be completed by February 15.

   B. All tenured staff will be involved in the focused instructional improvement process on alternate years (see Appendix A, Part II). This appraisal will be completed by May 15. Participation will be determined by the supervisor. Staff members will be informed by October 1 of the intent to provide focused instructional appraisal; however, an evaluation may occur at a later date, if warranted. Staff members may request an instructional appraisal in any given year. The supervisor may choose to continue this instructional appraisal process for a selected staff member from one year to the next. The supervisor is encouraged to limit these evaluations to fourteen or less staff members in a given year.

C. The focused instructional improvement process should be initiated as early in the year as possible, preferably by October 15. The basic components of this process include:

1) Orientation

a. General orientation to the teacher appraisal system for all teaching and administrative staff

b. Individual follow-up orientation for evaluatees

2) Process

a. Establish goals (see Appendix E) and a plan of action for achieving the goals -- preferably before October 15 (see Appendix A, Part II).

1. Determine methods for collecting data relative to the goals

2. Provide written description of the goal setting conference

b. Frequent formal classroom observations should occur throughout the school year. These observations should occur at different times of the year and the day. Records of the interactions and contact between supervisor and staff member should be kept.

1. A pre-observation conference is recommended for each formal classroom observation to help the teacher and supervisor determine the primary focus of the observation. At least one pre-observation conference prior to an observation will be required during the appraisal period. (For suggested questions see Appendix B.)

2. At least two formal classroom observations will occur during the appraisal period. At least one observation should be by teacher invitation and at least one observation will include the review of an entire instructional lesson/period. (See Appendix C).

3. Feedback, written and verbal, should occur within one to five working days after each formal observation. On at least two occasions this feedback will take the form of a post observation conference. Information determined in the observation and pre-observation conference will form the basis of discussion in the post conference.

c. Portfolio

Teachers, if they wish, are encouraged to provide as optional and supplementary, a portfolio of favorite and/or exemplary unit plans, lesson plans, tests, quizzes, study guides, homework assignments, etc. Teachers are also encouraged to include student, peer and parent feedback. Portions of this portfolio may, by mutual agreement, be referred to or included in the appraisal report.

3) Final Appraisal Conference

The final appraisal conference must be held by the end of the appraisal period (second week in February for non-tenured staff and the second week in May for tenured staff). It is the concluding activity in the formal appraisal process, and should be a time when the supervisor and the staff member discuss and analyze Appendix A, Parts I and II of the final teacher appraisal activity. The highlight of the conference should be the joint discussion of the year's activities, and the implications for future goal setting and continued self growth. The written summary should be done during the conference or immediately afterward. The summary should be a clear reflection of the discussion during the conference and must be shared with the staff member for his/her signature and optional comments.

kj
SM16.46

INSTRUCTIONAL PRE-OBSERVATION CONFERENCE

Purpose

A pre-observation conference is recommended for each formal classroom observation. The purpose is to provide the teacher and the supervisor an opportunity to review the teacher's instructional plan for the scheduled observations. The teacher and supervisor will determine the primary focus of the observation and review the procedures the supervisor will use while observing. The pre-observation conference should also be used to establish feedback mechanisms that will occur during the post-observation conference. The pre-observation conference should occur from 1 - 3 days before the formal observation.

Points to consider during the conference:

Several instructional points should be reviewed during the conference. These might include the following:

- What are the lesson objectives? What should the students know or be able to do after the lesson?
- Where is the teacher in the course and how does the lesson fit District Scope and Sequence?
- What methods will the teachers utilize to present the lesson? What kind of activities will the student be asked to do?
- How will the teacher know if the students have learned the new concept or skill?
- Are there particular items within the lesson that the supervisor should examine more carefully, i.e. time on task, clarity of input, equality of questioning, etc.?

TEACHER COMPETENCIES

The following statements are desired characteristics for teachers in the Anchorage School District. THE LIST OF COMPETENCIES ARE NOT TO BE USED AS A CHECKLIST OF REQUIRED PRACTICES. Selected items under each category may be utilized to assist the supervisor and staff member in selecting appropriate target goals.

Diagnosis/Evaluation of Students

Keeps accurate and adequate records of student progress.
Effectively communicates student progress (positive or negative) to students, parents and appropriate administrators.
Utilizes appropriate evaluation techniques.
Diagnoses students and provides for individual differences:
Recognizes developmental levels of students.

Planning

Plans all student contact time.
Identifies long range goals.
Designs clear logical lessons to achieve long range goals.
Sets appropriate learning expectations and standards.

Instruction

States the objective of the lesson.
Relates the lesson to what has come before and to what will follow.
States how the learning is of practical use for the student.
Focuses student attention for learning.
Motivates students for learning.
Clearly presents information to the learner.
Correctly models the learning.
Uses multiple examples and/or non-examples.
Uses questioning strategies that promote learning.
Checks for learner understanding.
Maximizes teaching & learning time.
Incorporates a variety of methods and materials to assist the many learning styles of students.
Relates student activities to lesson objectives.
Allows adequate practice without penalty of given skill.
Elicits overt (observable) behavior in all students in order to check for understanding.
Monitors and, if necessary, adjusts instruction based on student feedback.
Provides or elicits summary of the learning.
Provides an opportunity for students to practice the learning.

Interpersonal Skills

Establishes relationship with students, colleagues and parents which is based on mutual respect and acceptance.
Shares responsibilities, ideas and resources for the common goal of assisting pupil growth.
Is flexible and cooperative with colleagues, administrators, parents and students.
Is accessible to students and parents.
Promotes positive self-concept in students.

Professional Qualities/Personal Traits

Exhibits positive attitude towards profession.
Demonstrates proficiency in written & oral communication.
Keeps abreast of new developments in educational field.
Evaluates own performance.
Is receptive to constructive suggestions.
Maintains good grooming & personal care.

Knowledge of Subject Matter

Demonstrates a knowledge base for subjects taught.
Maintains up-to-date knowledge of relevant scope and sequence.
Demonstrates an enthusiasm for subjects being taught.

Management

Classroom

Establishes clearly defined behavior standards which are appropriate for the developmental stages of students.
Models appropriate behavior standards.
Consistently applies reinforcement theory, taking individual needs into account.
Establishes and implements efficient and effective classroom routines.

Physical setting

Organizes physical setting to facilitate desired instruction.
Organizes student groups which promote good working relationships.
Maintains orderly, safe environment.
Utilizes appropriate materials and equipment.
Promotes and maintains a positive environment conducive to learning.

Other Responsibilities

Completes plans, reports, records, and requisitions timely, neatly and in a professional manner.
Demonstrates responsibility in meeting time requirements of the contracted teaching day.
Performs non-instructional duties as requested (e.g., recess, hall, detention, study).

Both the supervisor and the staff member have a responsibility to make the goal setting conference as productive as possible. The supervisor, while still maintaining ultimate responsibility for the final product, must actively involve the staff member in the conference. In most instances the final goals should be the outgrowth of a cooperative activity. (In working with non-tenured staff, the supervisor will normally assume a more directive role in goal setting. With tenured staff, the supervisor's major functions would tend to be as a clarifier and a facilitator. Obviously, in those few instances where agreement cannot be reached, the supervisor does maintain final responsibility.) The staff member and the supervisor have the responsibility of coming to the conference prepared to openly and positively discuss those areas that are of particular concern and interest to them. Both parties share the responsibility of approaching the conference and the entire activity with a positive attitude and a willingness to fully participate. By both parties being willing to view the process as a growth oriented, cooperative venture, the success and usefulness of the system is significantly enhanced.

Number of Goals

The number of goals established between the staff member and the supervisor is less important than the form and substance of the goals. In most cases, the number would range between one and three, with the number being determined by the relevancy and the time and energy required.

Measurability of Goals

Several of the options for measuring progress towards the goals are outlined in the procedures (section b, Appraisal Period) in the Teacher Appraisal System. The key to this activity during the conference is a cooperative effort between the supervisor and the staff member in arriving at a method that fits each goal. Certain goals may be so unique that they force the supervisor and staff person to creatively design a method for assessing progress. This is perfectly acceptable. It is to be remembered that subjective judgments made by the supervisor and the staff person after the method(s) have been applied are clearly acceptable forms of measurement. This allows us not to have to confine our goals to only those things that are measurable by traditional, empirical standards. Goals may be accomplished in less than a year. They should be an on-going process. As a goal is achieved, another one may be established. A goal may also be carried over to the succeeding year. Each goal should have designed timelines with key steps outlined.

APPENDIX C

ALASKA PACIFIC UNIVERSITY
FACULTY ASSESSMENT OF EVALUATION

1. Which of the following describes your position at A.P.U.?

_____Adjunct
_____Instructor
_____Associate Professor
_____Professional Staff
_____Assistant Professor
_____Full Professor

2. Which of the following best describes your evaluation last year?

_____Detailed assessment with promotion review.
_____Detailed assessment during a contract review year.
_____General assessment under an ongoing contract.

3. Who is your direct supervisor, the person who conducts you evaluation?

_____President
_____Vice President
_____Department Head
_____Other

4. According to your contract, what proportion of your time should you spend in each of the following areas: (Write in the percent of time you should work in the area.)

_____Counseling and Advising Students
_____Administration/University Governance
_____Teaching
_____Research/Publication/Artistic Creation
_____Public Service/Community Work

5. Check all of the following that took place for you as part of your evaluation last year.

_____Goal setting conference early in the year.
_____Preparation of written goals for the year.
_____End-of-Year conference to review performance.
_____Formal conferences during the year to discuss progress.
_____Informal conference during the year to discuss progress.
_____A classroom visit or observation of teaching.
_____A conference to discuss a classroom visit or teaching.
_____None of the above.
_____Other. If other, please describe the other evaluation related activities or contacts with your supervisor.

_____

_____

6. Please check all of the following adjectives which you feel characterize the evaluation you received last year.

_____1. Continuous	_____10. Collaborative	_____18. Threatening
_____2. Rational	_____11. Arbitrary	_____19. Meaningful
_____3. Constructive	_____12. Supportive	_____20. Discouraging
_____4. Disorganized	_____13. Stimulating	_____21. Useless
_____5. Intuitive	_____14. Encouraging	_____22. Systematic
_____6. Distinctive	_____15. Uniform	_____23. Productive
_____7. Sporadic	_____16. Boring	_____24. Directive
_____8. Varied	_____17. Organized	_____25. Trivial
_____9. Helpful		

7. From the above list of adjectives, indicate the numbers of the three which best characterized your evaluation last year:_____,_____,_____.

8. From the above list of adjectives, indicate the numbers of the three which you feel are the most important to a good evaluation:_____,_____,_____.

9. I feel that my supervisor's final evaluation was (Check all that apply)

_____Fair and Accurate
_____Overly negative
_____Overly positive
_____Unrelated to what I do

10. Evaluation conferences with my supervisor were related to the goals set for the year.

_____True _____False

11. My evaluation encouraged me to try new teaching methods and/or activities.

_____True _____False

12. My evaluation encouraged me to engage in new public service/community activities.

_____True _____False

13. My evaluation encouraged me to engage in more writing/research/production and performance/publication.

_____True _____False

14. My evaluation encouraged me to engage in more activities related to University planning and governance.

_____True _____False

15. My evaluation encouraged me to make worthwhile changes in my professional activities.

_____True _____False

16. My evaluation encouraged me to make worthwhile changes in my teaching activities.

_____True _____False

17. How much time did you spend on evaluation last year? (Estimate the number of minutes).

_____Preparing Goals
_____Preparing Statements of Activities
_____Participating in Beginning-of-Year Conference
_____Participating in End-of-Year Conference
_____Participating in other evaluation observations/conferences

Please indicate the extent to which you agree with each of the following statements. Supervisor always refers to the person who conducted your evaluation last year.

1. My supervisor was knowledgeable about teaching.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

2. My supervisor had a good grasp of what I did.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

3. My supervisor was unable to discuss my work with me in a productive way.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

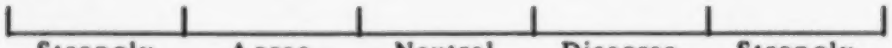
4. My supervisor made it easy for me to talk about my work.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

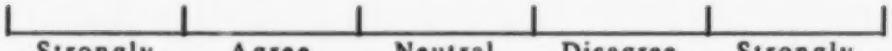
5. My supervisor did not have enough contact with me to get an accurate overview of my work.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

6. My supervisor helped me keep up with new developments related to my teaching.

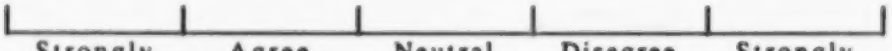


7. My supervisor valued and monitored the achievement of my students.



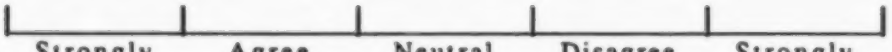
8. My supervisor emphasized the achievement of my students when discussing my effectiveness.

9. My supervisor was not clear and specific regarding his or her perceptions of my strength as a teacher.



10. My supervisor was not clear and specific regarding his or her perceptions of my weaknesses as a teacher.

11. My supervisor provided me with on-going help related to the goals set at the beginning of the year.



12. My supervisor's criticism, advice and guidance helped me improve my teaching.

13. My supervisor helped me improve my artistic/scholarly production.

14. I had the opportunity to observe other teachers teaching this year and benefited from the observations.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

15. I was observed by other teachers while teaching and discussed my work with them.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

16. Do you feel that the A.P.U. student evaluation form is fair?

_____Yes _____No

Please explain you answer to item 16.

_____

_____

_____

17. What do you find to be most useful when you review the student evaluations?

_____

_____

_____

18. What do you find to be the least useful when you review the student evaluations?

_____

_____

_____

_____

_____

_____

19. What are the three things which most satisfy you about working at Alaska Pacific University?

1. _____

2. _____

3. _____

20. What are the three things which you find least satisfying about working at Alaska Pacific University?

1. _____

2. _____

3. _____

21. How do you rate your communication with your supervisor?

_____Excellent
_____Good
_____Fair
_____Poor

22. What do you feel the top three priorities of the faculty should be this year?

1. _____
_____

2. _____
_____

3. _____
_____

23. Do you have any additional matters you would like the faculty to address this year?

_____

_____

_____

_____

_____

Return your completed survey to Neil O'Leary